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ABSTRACT

This document was designed to provide school administrators and professional staff of New York State with a model for evaluating the grade 7-8 social studies program. The program evaluation model outlines a step-by-step procedure for identifying questions for study, gathering and analyzing data, and developing a plan for program improvement. An eight-step procedure for conducting a social studies program evaluation is outlined and discussed: (1) identify a program evaluation coordinator; (2) form a social studies program evaluation committee; (3) convene the building committee; (4) establish a timeline for program evaluation; (5) collect and analyze data; (6) use data and identify social studies program strengths; (7) employ data and identify social studies program needs; and (8) develop a building plan for addressing social studies program needs. Schools are encouraged to conduct a program evaluation on a regular basis, perhaps every three to five years. (DB)

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GUIDE TO SOCIAL STUDIES PROGRAM EVALUATION

GRADE 7-8

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The State Education Department
Albany, New York 12234

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GUIDE TO SOCIAL STUDIES PROGRAM EVALUATION GRADE 7–8

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

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FOREWORD

This publication is designed to provide school administrators and professional staff with a model for evaluating a grade 7–8 social studies program. The program evaluation model outlines a step-by-step procedure for identifying questions for study, gathering and analyzing data, and developing a plan for program improvement. Schools are encouraged to conduct program evaluations as described in this guide on a regular basis, perhaps every three to five years. The years between evaluations could be used for implementing program improvement activities developed through the process.

This *Guide to Social Studies Program Evaluation, Grade 7–8* is a revision of the *Guide to Social Studies Program Evaluation, K–6*. The latter was developed by the Bureau of Social Studies Education, with the assistance of the Bureau of Elementary and Secondary Test Development and the Examinations Editing Section of the Division of Educational Testing. Judith S. Wooster, Associate, Bureau of Social Studies Education, was project coordinator and principal author of that guide. Mary N. Oliver, Associate in Educational Testing, and Gretchen L. Maresco, Supervising Examinations Editor, assisted in the development and editing of the publication.

Judith A. Kaufman and Anna F. Lobosco of the Evaluation Consortium at the State University of New York at Albany reviewed and contributed to the original guide. In addition, a statewide review of a draft of the document provided comments, suggestions, and recommendations from over 100 school districts. The New York State Education Department recognizes the professional commitment of those reviewers and thanks them for their time, effort, and very useful assistance.

This revision for grade 7–8 was prepared by Michael G. Fischer, Associate, Bureau of Social Studies Education. Annette Argyros, Associate in Educational Testing, assisted in the development and editing of the publication.

INTRODUCTION

The Part 100 of the Commissioner's Regulations developed to implement the 1984 Regents Action Plan requires that all students take the program evaluation test in social studies by the end of the eighth grade, beginning in May 1989. Program evaluation tests are defined as "assessments of local instructional program by means of written tests administered to students and other measurement techniques."

Program evaluation rests on three basic assumptions related to school and program improvement. First, effective program improvement efforts must involve local staff and must relate to the building-level needs in local schools and districts. Second, effective evaluation involves not only testing students, but also obtaining information about such elements as materials, resources used, staff development needed, and level of program implementation. Finally, given guidance in collecting and analyzing such data, school personnel will be better informed and, therefore, better able to make collaborative decisions about program improvement.

Results of the program evaluation test in social studies will answer only a portion of the questions that need to be asked. Program evaluation relies on more than student performance in the testing situation, just as the development and implementation of any program relies on more than teacher presentation of pertinent material for students to absorb. Such an endeavor must take into account the impact of the learning climate and the hidden curriculum, student and teacher involvement in decisionmaking, the use and availability of needed resources, and balance within the curriculum as a means of meeting the needs of the students and the community being served. The recommendations in this guide go beyond a quantitative analysis of student scores on the New York State Program Evaluation Test in Social Studies given in grade 8. Recommendations are offered for assessing the quality of the social studies program through examination of factors related to instruction in social studies content, concepts, and skills.

This guide is intended to assist in collaborative program improvement. It outlines procedures and suggests forms for identifying key questions, gathering and analyzing relevant data, and developing plans for program improvement.

In order to assess the direction and degree of change, a school should focus on comparing its program to its own previous evaluation results. Awareness of programs in neighboring schools and districts may inform local decisionmaking. However, building-level trend data are more likely to be an effective guide to school improvement.

The intent of a program evaluation is to assess strengths and needs within the current program as a means of making decisions that will facilitate program improvement. It is *not* a vehicle for teacher evaluation. The abilities of the individuals within the program, while important, are not the focus of this effort. At all times, there must be an awareness that the intent is to view the social studies program.

To facilitate the use of this guide, copies of the recommended forms are provided. Material appropriate to duplicate as handouts for participants in the evaluation effort and/or to use as transparencies for committee meetings has been provided in large type.

A case study of the fictional James Madison Junior High School appears at the end of this guide to illustrate use of the recommended forms and procedures for conducting a social studies program evaluation.

CONDUCTING A SOCIAL STUDIES PROGRAM EVALUATION

An Overview

Program evaluation in social studies is a collaborative process which involves:

- asking key questions about a school or district program
- gathering data related to those questions
- analyzing the data
- planning for program improvement

This guide is designed to assist in this process. Flexibility is built into the process as outlined in this guide to allow each district/school to design an evaluation that is responsive to its own needs. Key questions are offered as guidelines. For each key question, procedures for gathering and analyzing data are suggested. Of course, additional questions of local interest may be added to the program evaluation guidelines recommended in this manual.

To use the guide, districts should prepare to follow the steps outlined below:

Step 1: Identify a Social Studies Program Evaluation Coordinator to be responsible for coordinating social studies program evaluation in each building. Provide a copy of this guide to each Social Studies Program Evaluation Coordinator.

Step 2: Form a Social Studies Program Evaluation Committee in each building, with representation from each grade level and special areas. Parent representatives and community members may also be included. While student representation on the committee is desirable, awareness of the developmental level and capabilities of the students should guide this decision.

Following the selection of a Social Studies Program Evaluation Coordinator and Committee, the following steps should be carried out as described in pages 4–41 of this guide.

Step 3: Convene the building committee; select key evaluation questions.

Step 4: Establish a timeline for the program evaluation.

Step 5: Collect and analyze data according to the committee's timeline.

Step 6: Using data, identify social studies program strengths.

Step 7: Using data, identify social studies program needs.

Step 8: Develop a building plan for addressing social studies program needs.

During the process of social studies program evaluation, the Social Studies Program Evaluation Coordinators from all district buildings should meet to discuss common problems and share ideas, making it possible to coordinate district efforts and provide for greater communication between schools. Additionally, an analysis of all of the building-level program evaluations can be used to form a more comprehensive districtwide view of the social studies program.

A school or district may decide to use various components of this guide in different years. Another alternative is to establish a cycle of program review, using the complete package of materials perhaps once every three years and using the years between the review to focus on program improvement in targeted areas.

Program evaluation is a time-consuming but worthwhile process. It involves school staff in collaborative decisionmaking, identifies building strengths and needs, and builds toward program improvement. Taking the time to view the qualitative aspects of the program along with the quantitative analysis of student scores will give a more complete picture of the strengths and needs of the program and assist in more effective planning for program improvement.

S

STEPS IN SOCIAL STUDIES PROGRAM EVALUATION

		Completed
STEP 1–	Identify a Program Evaluation Coordinator	☐
STEP 2–	Form a Social Studies Program Evaluation Committee	☐
STEP 3–	Convene the Building Committee; Select Key Evaluation Questions	☐
STEP 4–	Establish a Timeline for Program Evaluation	☐
STEP 5–	Collect and Analyze Data	☐
STEP 6–	Using Data, Identify Social Studies Program Strengths	☐
STEP 7–	Using Data, Identify Social Studies Program Needs	☐
STEP 8–	Develop a Building Plan for Addressing Social Studies Program Needs	☐

STEP 3: SELECTING KEY QUESTIONS TO ASK IN EVALUATING THE SOCIAL STUDIES PROGRAM

The following questions provide a framework to guide local social studies program evaluation. Procedures for gathering and analyzing data are suggested for each question. The Social Studies Program Evaluation Committee is encouraged to select from these questions those to be included in the local program evaluation. Committees are also encouraged to include questions that have not been considered in this guideline, but nonetheless are pertinent to the local program evaluation.

1. How well are our students achieving the content, concept, and skill goals of the social studies program in United States and New York State History for grades 7 and 8?
2. To what degree are the key features of the social studies program for grades 7 and 8 being implemented in the school?
3. What specific content, concepts, and skills are being taught at each grade level in the program?
4. What materials do we have and what materials will we need for teaching the program at each grade level?
5. What community resources are being used in the program?
6. What staff development is needed?
7. What are the characteristics of the school and classroom climates in our building?
8. How do parents/guardians and students view the social studies program?
9. What changes are evident from comparing current program evaluation data with those from previous program evaluations?

Based on results of the collection and analysis of data, the Social Studies Program Evaluation Committee is encouraged to consider these questions:

- What are the strengths of our social studies program?
- What are the needs of our social studies program?
- What steps should we take to address identified needs in our program?

Forms and recommended procedures for carrying out these steps appear in this guide.

SELECTING KEY QUESTIONS TO ASK IN EVALUATING OUR SOCIAL STUDIES PROGRAM

1. How well are our students achieving the content, concept, and skill goals of the social studies program in United States and New York State History for grades 7 and 8?
2. To what degree are the key features of the social studies program for grades 7 and 8 being implemented in the school?
3. What specific content, concepts, and skills are being taught at each grade level in the program?
4. What materials do we have and what materials will we need for teaching the program at each grade level?
5. What community resources are being used in the program?
6. What staff development is needed?
7. What are the characteristics of the school and classroom climates in our building?
8. How do parents and students view the social studies program?
9. What changes are evident from comparing current program evaluation data with those from previous program evaluations?

STEP 4: ESTABLISHING A TIMELINE FOR PROGRAM EVALUATION

Program evaluation is a time-consuming process involving a considerable commitment of staff time and resources. To make the best use of time and provide for efficiency in the process, a timeline should be prepared by the Social Studies Program Evaluation Coordinator. The timeline should be reviewed by appropriate building and district administrators as well as the Social Studies Program Evaluation Committee.

Suggestions for Establishing a Timeline

A suggested timeline form is provided. When the form is being completed, it is important to be realistic about turn-around time required for survey data and to consider other school and district priorities, the school calendar, and other relevant factors. Only those questions that are to be explored in the program evaluation should be included.

TIMELINE FOR SOCIAL STUDIES PROGRAM EVALUATION

School: _____ Date: _____

	Person(s) Responsible	Timeline Start/End	Date Completed	Areas of Special Concern
Step 5: Collecting and Analyzing Data for Key Question 1				
Key Question 2				
Key Question 3				
Key Question 4				
Key Question 5				
Key Question 6				
Key Question 7				
Key Question 8				
Key Question 9				
Other:				
Other:				
Step 6: Identifying Program Strengths				
Step 7: Identifying Program Needs				
Step 8: Developing a Building Plan				
Submission of Final Report				

STEP 5: COLLECTING AND ANALYZING DATA

KEY QUESTION 1: How well are our students achieving the content, concept, and skill goals of the social studies program in United States and New York State History for grades 7 and 8?

One very important aspect of program evaluation is to assess how well students perform on measures of achievement. The New York State Social Studies Program Evaluation Test, Grade 8, is based on the goals and objectives of the State program. The test assesses how well students have achieved the content, concept, and skill goals of the State social studies program. An analysis of the test results can provide important information about student strengths and needs. These data have implications for program changes.

Suggestions for Collecting Data on Student Achievement

The New York State Social Studies Program Evaluation Test, Grade 8, must be used to assess student achievement in social studies. State tests are based on the State program goals, while nationally prepared standardized tests do not necessarily reflect State priorities. Therefore, standardized tests are less valid measures of student achievement on the State's program. Schools should carefully consider the value of using standardized tests in addition to the New York State Social Studies Program Evaluation Test, Grade 8.

To gather data on student achievement, the appropriate Program Evaluation Tests should be administered to grade 8 students according to instructions provided with the test. Note that both the objective test and essay test are required. Raw score means for the objective test, the essay test, and the combined total will be reported on the district's annual Comprehensive Assessment Report. The combined total will also be presented as a percentile ranking.

Administration of a student participatory activity is strongly recommended but not required. The participatory activity goes beyond the limitations of a paper-and-pencil format and gives evidence of how well students are able to apply the content, concepts, and skills of the New York State Social Studies Program in solving problems and making decisions. The approach used in the participatory activities is consistent with research findings related to both the value of cooperative learning strategies and the middle-level learner.

Suggestions for Analyzing Data

Schools are required to complete and submit to the State Education Department a Score Distribution Report for the objective test and the essay test. Based on the data in the report, the State Education Department computes the school raw score mean for the objective test, the raw score mean for the essay test, and the total raw score mean. In addition to these averages, the State Education Department computes the percentile rank of the total score. The percentile rank information can be used to assess the school's performance compared to other New York State schools and to the same school in previous years. The scores computed by the State Education Department are reported annually on the Comprehensive Assessment Report (CAR).

In order to analyze the test results of the objective test and the essay test, CAR data can be used. These data allow a school to get an overall assessment of the average number of items students answered correctly on the 50-item objective test and the two 10-point essay questions.

However, if a school wishes to get a more complete picture of students' strengths and weaknesses on the objective test, Summary Sheet I can serve as a guide. The publication *New York State Program Evaluation Test in Social Studies, Grade 8, Directions for Administering and Scoring,* which accompanies the objective test, can be used to identify specific course units from which the content, concept or skill base of the item is drawn. An item difficulty has also been established by using pretest information for each item. Also, the school should conduct a detailed item analysis of the objective test responses of all students taking the test each year. This procedure will help the Social Studies Program Evaluation Committee ascertain specific areas of

strength/weakness by using the resulting statistical breakdown of each item to conduct an analysis of the individual items in terms of content, concept, or skill base; cognitive level; and thinking skills required.

Schools choosing to do this type of analysis can learn how well students perform in each aspect of the social studies program. Since a detailed item analysis must be computed, machine scoring is advantageous here. Likewise, assessing student performance on the notes and the written portion of the essay questions can provide direction for program improvement.

To assess student performance on the participatory activities, the Skills Grid: Participatory Activity summary sheets should be requested from each teacher. This summary sheet, included in the publication *New York State Program Evaluation Test in Social Studies, Grade 8, Participatory Activities,* gives information about how well students performed on the skill objectives of the program. The Social Studies Program Evaluation Committee of each building should be encouraged to scan carefully the summary sheets from each teacher. This information should be organized by drawing up a list of student strengths and needs shown by the participatory activity. Note that these qualitative data represent information about skills that are very important goals of the social studies program: how well students apply knowledge and skills, work together, and solve problems.

Suggestions for Reporting Data

Complete **Social Studies Program Evaluation Summary Sheets I** and **II** for each member of the committee. Using these data, encourage members to discuss program strengths and needs based on student test performance.

Quantitative data in the form of averages or means can provide generally descriptive information, but a literal interpretation should be avoided. There will always be a margin of error associated with averages, so they must be regarded as only approximations. Quantitative data are a good means of description, but their meaning and accuracy are powerfully enhanced when used in conjunction with qualitative description.

SOCIAL STUDIES PROGRAM EVALUATION TEST
SUMMARY SHEET I
(Key Question 1)

School: _____ Date: _____

1. OBJECTIVE TEST: 50 multiple-choice items

RAW SCORE
MEAN FOR OBJECTIVE TEST (SEE CAR) _____

2. ESSAY TEST

SCHOOL RAW SCORE
MEAN FOR TOTAL ESSAY TEST SCORE (SEE CAR) _____

ESSAY #1	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (4 points)		
PART B: ESSAY (6 points)		
TOTAL (10 points)		

ESSAY #2	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (4 points)		
PART B: ESSAY (6 points)		
TOTAL (10 points)		

ESSAY #3	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (4 points)		
PART B: ESSAY (6 points)		
TOTAL (10 points)		

ESSAY #4	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (4 points)		
PART B: ESSAY (6 points)		
TOTAL (10 points)		

3. SCHOOL RAW SCORE MEAN FOR TOTAL OBJECTIVE AND ESSAY TEST (SEE CAR) _____
4. SCHOOL PERCENTILE RANK OF TOTAL RAW SCORE MEAN (SEE CAR) _____%ILE

SOCIAL STUDIES PROGRAM EVALUATION TEST
SUMMARY SHEET II

(Key Question 1)

School: _____ Date: _____

PARTICIPATORY ACTIVITY

Name of Activity Conducted: _____

Number of Grade 8 Social Studies Sections in the School: _____

Number of Students Involved: _____

OBSERVED STUDENT STRENGTHS	OBSERVED STUDENT NEEDS

NOTE: Participatory Activities are optional.

Data to complete this summary sheet are to be collected from individual teachers' Skills Grid: Participatory Activity summary sheet.

KEY QUESTION 2: To what degree are the key features of the social studies program for grades 7 and 8 being implemented in the school?

The New York State social studies syllabus for grades 7 and 8 addresses certain key features upon which State tests are based. Identifying which of these features are and are not being implemented is an important part of the program evaluation process. The process can help identify program strengths and needs as well as staff development needs. In addition, assessing degree of implementation makes respondents more familiar with the key features of the State program.

Suggestions for Collecting Data on Program Implementation

The **Teacher Implementation Survey: Grade 7–8 Social Studies** included in this guide was designed for use in collecting data regarding the degree to which key program features of the grade 7–8 social studies program are being implemented. It should be completed by all grade 7–8 social studies teachers.

Prepare a cover memo indicating that the purpose of the survey is to gather information about program implementation to assist in the building committee's task of program evaluation. The cover memo should also give the due date and explain return procedures. The appropriate form and cover memo should be duplicated and distributed to teachers.

Suggestions for Analyzing Data

Each item on the **Survey: Grade 7–8 Social Studies** represents a key feature of the New York State Social Studies Program. To identify how well each of the features is being implemented, compute mean or average scores item by item. For example, add together all of the responses for question 1 and divide this sum by the total number of responses. This will indicate the average degree of implementation for that particular item. To look at the entire range of the degree of implementation, compute total scores by adding the items for each of the respondents. Note that the scores can range from a minimum of 30 to a maximum of 120.

If data processing equipment and operators are available, this information can be efficiently processed using existing software programs. Use mean scores to identify strengths and weaknesses of implementation of key features of the State program.

Suggestions for Reporting Data

Prepare **Curriculum Implementation Grade 7–8 Summary Sheet III** reporting the total degree of implementation and the means for each item as indicated in the sample. Attach it to a copy of the original survey sheet.

TEACHER IMPLEMENTATION SURVEY: GRADE 7–8 SOCIAL STUDIES

(Key Question 2)

DIRECTIONS: Please consider each of the statements below and circle on the scale provided the degree to which you do each of the items in your social studies classes.

4 = USUALLY 3 = OFTEN 2 = SOMETIMES 1 = RARELY

Be sure to address every statement.

1.	I plan social studies lessons to develop key concepts.	1.	4	3	2	1
2.	I teach using concept development strategies.	2.	4	3	2	1
3.	I select materials based on the key concepts.	3.	4	3	2	1
4.	I evaluate students on their understandings of key concepts.	4.	4	3	2	1
5.	I plan lessons that are activity oriented.	5.	4	3	2	1
6.	I use student activities to evaluate students.	6.	4	3	2	1
7.	I plan lessons to teach and reinforce skills.	7.	4	3	2	1
8.	Classroom lessons are skills oriented.	8.	4	3	2	1
9.	I select instructional materials based on their skill orientation.	9.	4	3	2	1
10.	I evaluate students on their skills.	10.	4	3	2	1
11.	I plan participatory activities like those suggested in the Model Activities column and Unit Summary Activities in the syllabus for Social Studies Grade 7 and 8.	11.	4	3	2	1
12.	My classes carry out participatory activities.	12.	4	3	2	1
13.	My classes help plan participatory activities.	13.	4	3	2	1
14.	I include United States history content in my lessons.	14.	4	3	2	1
15.	I include New York State history content in my lessons.	15.	4	3	2	1
16.	I include content related to the United States Constitution and Government in my lessons.	16.	4	3	2	1
17.	I include content related to the New York State constitution and government in my lessons.	17.	4	3	2	1
18.	I include relevant Canadian content in my lessons.	18.	4	3	2	1
19.	I include relevant Mexican content in my lessons.	19.	4	3	2	1
20.	I include social history content in my lessons.	20.	4	3	2	1
21.	I plan lessons linked to the social sciences.	21.	4	3	2	1
22.	I plan lessons linked to reading.	22.	4	3	2	1
23.	I plan lessons using literature.	23.	4	3	2	1
24.	I plan lessons linked to special areas such as art, music, and physical education.	24.	4	3	2	1
25.	I plan lessons using writing.	25.	4	3	2	1

26. I evaluate students using writing.	26.	4 3 2 1
27. I teach interdisciplinary lessons.	27.	4 3 2 1
28. I evaluate students using interdisciplinary projects.	28.	4 3 2 1
29. I plan lessons that deal with civic responsibility.	29.	4 3 2 1
30. I evaluate students on citizenship skills.	30.	4 3 2 1

CURRICULUM IMPLEMENTATION GRADE 7–8
SUMMARY SHEET III

(Key Question 2)

School: _____ Date: _____

	ITEM ON TEACHER IMPLEMENTATION SURVEY		SCHOOL MEAN *
1.	I plan social studies lessons to develop key concepts.	1.	_____
2.	I teach using concept development strategies.	2.	_____
3.	I select materials based on the key concepts.	3.	_____
4.	I evaluate students on their understandings of key concepts.	4.	_____
5.	I plan lessons that are activity oriented.	5.	_____
6.	I use student activities to evaluate students.	6.	_____
7.	I plan lessons to teach and reinforce skills.	7.	_____
8.	Classroom lessons are skills oriented.	8.	_____
9.	I select instructional materials based on their skill orientation.	9.	_____
10.	I evaluate students on their skills.	10.	_____
11.	I plan participatory activities like those suggested in the Model Activities column and Unit Summary Activities in the syllabus for Social Studies Grade 7 and 8.	11.	_____
12.	My classes carry out participatory activities.	12.	_____
13.	My classes help plan participatory activities.	13.	_____
14.	I include United States history content in my lessons.	14.	_____
15.	I include New York State history content in my lessons.	15.	_____
16.	I include content related to the United States Constitution and Government in my lessons.	16.	_____
17.	I include content related to the New York State constitution and government in my lessons.	17.	_____
18.	I include relevant Canadian content in my lessons.	18.	_____
19.	I include relevant Mexican content in my lessons.	19.	_____
20.	I include social history content in my lessons.	20.	_____
21.	I plan lessons linked to the social sciences.	21.	_____
22.	I plan lessons linked to reading.	22.	_____
23.	I plan lessons using literature.	23.	_____
24.	I plan lessons linked to special areas such as art, music, and physical education.	24.	_____
25.	I plan lessons using writing.	25.	_____

26.	I evaluate students using writing.	26. _____
27.	I teach interdisciplinary lessons.	27. _____
28.	I evaluate students using interdisciplinary projects.	28. _____
29.	I plan lessons that deal with civic responsibility.	29. _____
30.	I evaluate students on citizenship skills.	30. _____

* Scale from 4 = usually to 1 = rarely

KEY QUESTION 3: What specific content, concepts, and skills are being taught at each grade level in the program?

The New York State social studies syllabus for grades 7 and 8 is intended to provide a chronologically organized framework that local curriculum planners should use as a guide for the placement of relevant and appropriate content, concepts, and skills reinforcing those that have been learned at previous levels. In order for students to be successful on the Program Evaluation Test, Grade 8, they should be exposed to both years of the New York State Social Studies Program, Grades 7 and 8.

Listing the units taught encourages teachers to develop a yearly plan that focuses on the broad goals of the social studies program. Examining the units taught at each grade level can help to determine where redundancy and gaps may occur in the program. In addition, the yearly plans are very helpful in coordinating the programs of school library media specialists, resource room teachers, and special area teachers who complement the goals of the social studies program. Yearly plans can also be shared with parents at the beginning of the school year, providing important communication links between the home and the school.

The importance of parental and community support must be considered when the social studies program is viewed. A complete and cohesive overview of a program will encourage more involvement in and more support of school efforts.

The support and assistance of the teachers in the program is a necessary ingredient for answering this key question. Program evaluation should be explained as a necessary basis for making appropriate and effective decisions for program improvement. The purpose is to improve the program, *not* to point out an individual teacher's deficiencies.

Suggestions for Collecting Data on Units Taught

Using the **Yearly Plan Form**, all teachers should list the title and a brief description of each social studies unit taught in the course of the school year. The description should give the reader an idea of the main thrust of each unit. It should be helpful, for example, to a parent in understanding unit goals or to a school library media specialist in ordering useful materials.

After each teacher has completed this task, some schools have found it very productive to meet in grade-level groups to compare and contrast the programs in each classroom. The information gathered is useful for arranging the use of a common set of resources and materials, where this is a consideration. Frequently, programs have been found to show little consistency: goals differ considerably from class to class at the same grade. In addition, redundancy is commonly found in a program and gaps exist in articulation schoolwide. This process is instructive in planning for program improvement and serves to make teachers more aware of the need for program articulation.

Suggestions for Analyzing Data

Members of the Social Studies Program Evaluation Committee should have an opportunity to scan the plans developed by each teacher in order to answer the following questions.

1. Are the plans generally clear and comprehensive?

   Could a substitute teacher have a good sense of the overall program and be able to plan the teaching of units based on the yearly plans, in the absence of the classroom teacher? Put together, do the plans speak well for the social studies program in the school?

2. Are the plans consistent with the goals of the New York State Social Studies Program for grades 7 and 8?

   The New York State Social Studies Program should be reviewed thoroughly prior to assessing yearly plans. Members of the program evaluation committee must have access to copies of the State syllabus.

3. Do the plans point out gaps in the school's program?

   Often programs fail to include coverage of the New York State constitution or fail to pay enough attention to the social history themes. For example, many schools have noted that their grade 7–8 program does not include Canada and Mexico.

4. Do the plans point out redundancy?

   The content of the two-year course in United States and New York State history is chronologically organized. The unit goals and objectives reflect this pattern. Teachers will need to plan units and develop lesson plans that incorporate previously learned information and concepts as a base. While this approach works to review and reinforce previously learned material, it should not promote meaningless repetition. A common example of program redundancy is the teaching of the structure and function of government under the United States Constitution in both grade 7 and 8 with little difference in what is taught or how. Another area where redundancy often occurs is the Civil War/Reconstruction Era. This era often serves as the break between grade 7 and grade 8. The content taught at the end of grade 7 is often the same content taught at the beginning of grade 8. Identifying such redundancy can assist in developing a well-articulated program. It also promotes the efficient use of scarce time resources.

Suggestions for Reporting the Data

After the yearly plans developed by teachers are examined, the Program Evaluation Committee should hold a meeting to discuss these questions. Notes relating to those questions should be recorded on **Yearly Plans Summary Sheet IV**. These qualitative data will be helpful in determining program strengths and needs and in planning for program improvement.

YEARLY PLAN FORM

School: _____ Grade: _____ School Year: _____

Teacher: _____

SEPTEMBER	FEBRUARY
OCTOBER	MARCH
NOVEMBER	APRIL
DECEMBER	MAY
JANUARY	JUNE

Insert unit titles and describe in 2–3 sentences each unit taught in social studies.

YEARLY PLANS
SUMMARY SHEET IV

(Key Question 3)

School: _____ Date: _____

QUESTION	NOTES
1. Are the plans generally clear and comprehensive?	
2. Are the plans consistent with the goals of the New York State Social Studies Program for Grade 7–8?	
3. Do the plans point out gaps in the school's program?	
4. Do the plans point out redundancy?	
5. Recommendations:	

KEY QUESTION 4: What materials do we have and what materials will we need for teaching the program at each grade level?

An effective social studies program requires the use of a wide range of appropriate, authentic, and up-to-date materials including textbooks, maps and globes, audiovisual resources, computer hardware and software, and fiction and nonfiction trade books. The quality and availability of these resources are important aspects of a social studies program.

Suggestions for Gathering Data

The **Social Studies Materials Inventory and Needs Survey** should be completed by each teacher and resource person who has responsibility for teaching social studies or complementing the social studies program. Procedures should be developed to ensure that all of the school's resources are inventoried, including those of the library media center and the art, music, and resource rooms.

Suggestions for Reporting and Analyzing Data

Prepare a copy of **Social Studies Materials Summary Sheet V** for members of the building committee listing the resources currently used and materials needed, as identified by teachers at each grade level. Consider needs in light of the following questions:

- Do teachers seem to be familiar with and do they use a wide range of instructional materials?
- Are the resources used appropriate to grade-level programs and the students?
- Are the materials current or outdated?
- What types of resources seem to be needed by a large number of teachers?
- Are there cost-effective ways of meeting teacher needs by ordering materials that would span grade-level needs?

These focus questions can be used to guide a discussion about materials used in the social studies program.

SOCIAL STUDIES MATERIALS INVENTORY AND NEEDS SURVEY

Teacher: _____ Grade: _____ School Year: _____

INSTRUCTIONS: Please list all materials used for instruction in each of the social studies units you teach during the school year, as well as those additional materials which you feel are necessary to enhance social studies instruction. Please include textbooks, supplementary text and other reading materials, films and filmstrips, videotapes, maps and globes, computer software, study prints, kits, and other materials and supplies. Additional comments can be placed on another sheet of paper and attached to this form.

Materials Used	Publication Date	Materials Needed
Unit Number/Title: _____		
Unit Number/Title: _____		
Unit Number/Title: _____		
Unit Number/Title: _____		

Materials Used	Publication Date	Materials Needed
Unit Number/Title: _____		
Unit Number/Title: _____		
Unit Number/Title: _____		
Unit Number/Title: _____		

Add boxes if needed.

SOCIAL STUDIES MATERIALS
SUMMARY SHEET V

(Key Question 4)

School: _____ Date: _____

GRADE	TEACHERS USE . . .	TEACHERS NEED . . .
7		
8		

KEY QUESTION 5: What community resources are being used in the program?

In order to provide a relevant and effective social studies program, a school should use the wide range of resources available outside the school building. People, places, and objects in the local community can add vitality, richness, and excitement to a program. In addition, using outside resources can help establish community awareness of and support for school programs.

Suggestions for Gathering Data

The **Community Resources Inventory** form should be completed by each teacher.

Suggestions for Reporting and Analyzing Data

Prepare **Community Resources Inventory Summary Sheet VI** for members of the building committee, listing the community resources used by teachers at each grade level. Consider the resources used in light of the following questions:

- In general, are community resources used to complement the social studies program?
- Are the resources used appropriate to the program goals and students?
- Are there some community resources that are overused or underutilized?
- Are there some available resources that would be appropriate, but are not used?
- Is there equitable and appropriate distribution of field trips and experiences, and other use of community resources?

These focus questions can be used to guide a discussion about use of community resources to complement the goals of the Grade 7–8 Social Studies Program.

COMMUNITY RESOURCES INVENTORY

School: _____

Teacher: _____ Grade: _____

Resource Category	Use at Present List specific site, contact, and phone	Month Used	Would Like to Use	Month
Museums				
Historic Sites, Facilities				
Government Offices, Sites				
Business and Industry Sites				
Other Schools, Colleges, and Universities				
Other Resources				

COMMUNITY RESOURCES INVENTORY
SUMMARY SHEET VI

(Key Question 5)

School: _____ Date: _____

GRADE	COMMUNITY PEOPLE AND PLACES USED	NOTES
7		
8		

KEY QUESTION 6: What staff development is needed?

Social studies program development and improvement depends in part on effective staff development. Staff development is more likely to be effective if it meets the needs of teachers.

Suggestions for Gathering Data

The **Social Studies Staff Development Needs Inventory** is a useful tool in identifying teacher needs. It should be completed by each teacher who has responsibility for teaching social studies.

Suggestions for Reporting and Analyzing Data

Prepare a copy of **Social Studies Staff Development Needs Inventory Summary Sheet VII** for members of the building Program Evaluation Committee. This will show what staff development opportunities teachers would take advantage of if they were offered. The information should be reported by teacher and by grade level in order to gather a picture of specific grade-level and building-wide staff development needs. Consider needs in light of the following questions:

- Do staff development needs fall into categories?
- Do staff development needs match reported curriculum needs and/or program weaknesses?
- What might be some possible approaches to meeting staff development needs? Consider when it would be offered, where, by whom, and for whom.
- Are some staff development needs noted across the grade levels?
- How can this information assist in developing a plan for meeting staff development needs within the building?

SOCIAL STUDIES STAFF DEVELOPMENT NEEDS INVENTORY

School: _____

Teacher: _____ Grade: _____

The following are areas of social studies staff development that I would attend if they were offered.

AREA	YES	NO	SPECIFIC SUGGESTIONS
Middle-Level Education			
Cooperative Learning Strategies for Classroom Instruction			
Content Instruction for Background			
Classroom Management and Recordkeeping Techniques			
Effective Evaluation			
Interdisciplinary Instruction			
Other:			

SOCIAL STUDIES STAFF DEVELOPMENT NEEDS INVENTORY
SUMMARY SHEET VII

(Key Question 6)

School: _____ Date: _____

NEEDS AREAS	SPECIFIC SUGGESTIONS	NO.*
Middle-Level Education		
Cooperative Learning Strategies for Classroom Instruction		
Content Instruction for Background		
Classroom Management and Recordkeeping Techniques		
Effective Evaluation		
Interdisciplinary Instruction		
Other:		

* Number who indicated they would attend.

KEY QUESTION 7: What are the characteristics of the school and classroom climates in our building?

Research has shown that many important social studies messages are delivered through the hidden curriculum. Attitudes and values can be "caught" as well as taught through the climate of the classroom and school. For this reason, it is important to look at school and classroom climate as an aspect of social studies programs evaluation. In addition, using these tools reminds participants of the importance of school climate to social studies learning.

Suggestions for Gathering Data on School and Classroom Climate

The **Classroom Climate Checklist** was presented first in the K–6 Social Studies Program guide as a teacher self-checklist. It is reprinted in this guide for use by grade 7 and 8 social studies teachers. It is directed at the individual teacher. Since the data may well be introspective, it is most appropriate for use in its intended form, as a private and personal record.

However, each staff person should complete a copy of the **School Climate Checklist** to assess staff perceptions of the climate of the school. This checklist is intended to explore how staff perceive the school climate.

Suggestions for Reporting and Analyzing Data

The **School Climate Checklist** uses a Likert-type scale, which is a series of statements expressing particular attitudes. Each statement calls for a response on both the importance of each characteristic 1–12 and the existence of it in the school building. Tallying responses on **School Climate Checklist Summary Sheet VIII**, taken from School Climate section of the New York State Effective Schools Consortium Survey of Professional Staff Perceptions of School Program, can provide an overview of staff perceptions. In using the data, consider perceptions of strong and weak building characteristics. Identify and note characteristics teachers deem important, but report rarely or never exist in the school.

CLASSROOM CLIMATE CHECKLIST

The atmosphere developed by the environment and interaction in a classroom and school is part of the hidden curriculum. Students learn to value the contributions of others if their ideas are valued by peers and adults. They learn to make responsible decisions if they are respected as capable of making decisions. Social studies learning is both taught and caught.

A beginning, middle, and end of year self-check could help teachers use the hidden curriculum to further social studies learning in the classroom. The following list of ideas related to classroom climate is included to act as a self-check for teachers.

1. Do I provide multilevel activities and materials varying the:
   - model of presentation (visual, auditory, tactile)?
   - level of cognitive complexity?
   - expectations to fit the needs of students?
2. Do I provide students with a role model and guide by acting as a:
   - facilitator, enabling students to reach from one point to another?
   - helper, assisting students when it is needed?
   - leader, demonstrating maturity and goal directedness?
   - planner/organizer, showing students how a large project can become manageable?
   - manager, making sure all the supplies and materials are available?
   - counselor, showing sensitivity and supportive caring?
   - learner?
   - collaborator, stressing none of us is as good as all of us?
3. Do I encourage mutual respect and an atmosphere conducive to risk-taking by:
   - respecting, recognizing, and recording strengths?
   - respecting student products by displaying them for others to view?
   - sharing ideas willingly with colleagues?
   - recognizing errors as vital to learning?
4. Do I create a responsive and supportive learning environment by:
   - providing space for many types of active and quiet learning experiences, rearranging the room to accommodate traffic flow?
   - facilitating traffic flow?
   - developing room maintenance procedures with students?
   - collecting and displaying materials systematically?
   - adjusting physical space to meet student needs?
5. Do I schedule flexibly by:
   - planning blocks of time during which students will be doing a variety of tasks?
   - involving students in planning and scheduling when appropriate?
   - planning with individual learning rates and styles in mind?
6. Do I encourage active participation by:
   - involving students in choosing from among learning options?
   - limiting choices to a reasonable number?
   - providing a wide variety of motivating materials?
   - providing opportunities for relevant problem-solving activities?

7. Do I encourage interpersonal communication through conducting:
   - informal classroom conversation before, during, and after school?
   - student/teacher conferences?
   - small group discussion?
   - classroom meetings?
   - decision-making and problem-solving activities?
   - role-playing activities?
   - outdoor activities and field trips?
8. Do I recognize conflict and encourage its resolution through:
   - consensus?
   - compromise?
   - critical thinking, thinking more deeply about the whole conflict or problem?
   - cooperative effort, working together in a helping relationship?
   - individual and group decision-making and problem-solving?
9. Do I foster creativity through:
   - allowing thinking and response time?
   - providing an abundance of materials?
   - encouraging divergent thinking through planned activities?
   - providing creative teaching as a role model?

CLASSROOM CLIMATE CHECKLIST IMPROVEMENT PLAN

School: _____

Teacher: _____ Grade: _____

Based On My Self-Evaluation, I Plan To Work On . . .	Through these Activities	By Target Date

SCHOOL CLIMATE CHECKLIST

School: _____ Date: _____

This questionnaire is designed to survey your perceptions based on your experiences in this school. There are no right or wrong answers. Items have been designed to identify school climate characteristics in your building. Your responses will be combined with those of other professional staff in the school and used in setting priorities for school improvement.

IMPORTANCE	EXISTENCE
1 = Essential	1 = Always
2 = Very Important	2 = Usually
3 = Important	3 = Sometimes
4 = Somewhat Important	4 = Rarely
5 = Not Important	5 = Never

CHARACTERISTIC	IMPORTANCE					EXISTENCE				
	1	2	3	4	5	1	2	3	4	5
1. The school is a safe and secure place to work.										
2. Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.										
3. There is evidence of high staff morale.										
4. Teachers treat students fairly and consistently.										
5. Teachers and students exhibit a sense of pride in their school.										
6. Classroom atmosphere in this school is conducive to learning.										
7. When educational issues arise, student learning considerations are the most important criteria used in decision-making.										
8. Extra learning time is provided for students who need or want it.										
9. School events are scheduled to avoid disruption of learning time.										
10. There are smooth, rapid transitions between activities throughout the day or class.										
11. Teachers in this school are willing to change teaching methods if something better is presented to them.										
12. There is a clearly articulated mission of the school through which the entire staff shares an understanding and commitment to learning goals.										

Questionnaire taken from School Climate section of the NYS Effective Schools Consortium Survey of Professional Staff Perceptions of School Program.

SCHOOL CLIMATE CHECKLIST
SUMMARY SHEET VIII

(Key Question 7)

School: _____ Date: _____

Numbers below indicate a tally of the responses for each category of the School Climate Characteristics.

IMPORTANCE	EXISTENCE
1 = Essential	1 = Always
2 = Very Important	2 = Usually
3 = Important	3 = Sometimes
4 = Somewhat Important	4 = Rarely
5 = Not Important	5 = Never

CHARACTERISTIC	IMPORTANCE					EXISTENCE				
	1	2	3	4	5	1	2	3	4	5
1. The school is a safe and secure place to work.										
2. Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.										
3. There is evidence of high staff morale.										
4. Teachers treat students fairly and consistently.										
5. Teachers and students exhibit a sense of pride in their school.										
6. Classroom atmosphere in this school is conducive to learning.										
7. When educational issues arise, student learning considerations are the most important criteria used in decision-making.										
8. Extra learning time is provided for students who need or want it.										
9. School events are scheduled to avoid disruption of learning time.										
10. There are smooth, rapid transitions between activities throughout the day or class.										
11. Teachers in this school are willing to change teaching methods if something better is presented to them.										
12. There is a clearly articulated mission of the school through which the entire staff shares an understanding and commitment to learning goals.										

Questionnaire taken from School Climate section of the NYS Effective Schools Consortium Survey of Professional Staff Perceptions of School Program.

KEY QUESTION 8: How do parents/guardians and students view the social studies program?

Perceptions of a program, accurate or inaccurate, often affect how people feel about a program. Their feelings, in turn, are reflected in their motivation, interest, and involvement in the program. Knowing how students and their parents feel about the school's social studies program can inform program improvement efforts.

Suggestions for Gathering Data about How Parents and Students View the Social Studies Program

Distribute the **Parent/Guardian Social Studies Program Survey** and **Student Social Studies Survey** to a selected representative sample of parents/guardians and students in your school community. A representative sample can be selected according to the relevant characteristics of the local community. For example, if there are varying socioeconomic levels within your community, the sample should reflect this diversity. Other variables that might be considered include geographic (i.e., urban, suburban, and rural) and ethnic composition.

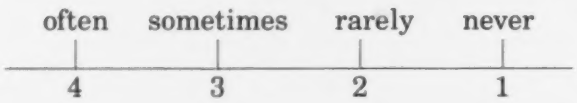
Suggestions for Reporting and Analyzing Data

The data from the **Parent/Guardian Social Studies Program Survey** and **Student Social Studies Survey** can be reported as tally scores for each item. Prepare a copy of the resulting data for each member of the building committee using the **Parent/Guardian Social Studies Program Summary Sheet IX** and the **Student Social Studies Survey Summary Sheet X**. Awareness of item results will provide input helpful in the process of determining program strengths and needs and developing building-level plans.

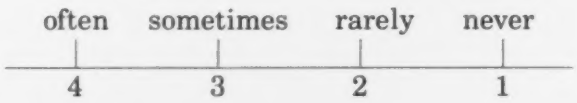
PARENT/GUARDIAN SOCIAL STUDIES PROGRAM SURVEY

Our school is conducting a study of our social studies program. We are interested in your views. Please complete this short survey and have your child return it to his/her teacher within a week. Please do not sign your name. Thank you.

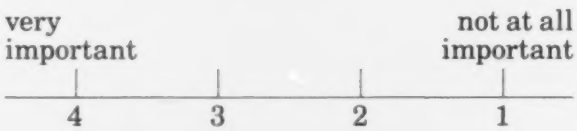
1. How often does your child talk about social studies as compared to other school subjects?



2. How often does your child bring home social studies homework as compared to other school subjects?

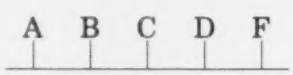


3. In your opinion, how important is social studies?



4. How would you rate our school's social studies program?

5. How do you feel your child would rate our school's social studies program?



6. Please list any strong points you see in the school's social studies program.

7. Please list any areas in which you feel the school's social studies program should be improved.

Thank you for your assistance.

PARENT/GUARDIAN SOCIAL STUDIES PROGRAM SURVEY
SUMMARY SHEET IX

(Key Question 8)

School: _____ Date: _____

The following tallies represent parent responses.

1. How often does your child talk about social studies as compared to other school subjects?

often	sometimes	rarely	never
4	3	2	1

2. How often does your child bring home social studies homework as compared to other school subjects?

often	sometimes	rarely	never
4	3	2	1

3. In your opinion, how important is social studies?

very important			not at all important
4	3	2	1

4. How would you rate our school's social studies program?

excellent	above average	average	below average	poor

5. How do you feel your child would rate our school's social studies program?

excellent	above average	average	below average	poor

6. Please list any strong points you see in the school's social studies program.

7. Please list any areas in which you feel the school's social studies program should be improved.

STUDENT SOCIAL STUDIES SURVEY

Do not put your name on this paper. Answer each of the questions below.

1. How well do you like social studies?

   ____ very well ____ fairly well ____ not well at all

2. Check the things you do as part of social studies course work:

   ____ read a textbook
   ____ read library books
   ____ go on trips
   ____ have plays and skits
   ____ write
   ____ listen to the teacher lecture
   ____ watch videos, films, or filmstrips
   ____ do projects
   ____ work in cooperative learning groups
   ____ do workbook pages or worksheets

3. How well do you feel you do in social studies?

   ____ very well ____ fairly well ____ poorly

4. What are some of the things you have liked best in social studies this year?

   _____

   _____

   _____

   _____

5. List things you think would make social studies better.

   _____

   _____

   _____

   _____

STUDENT SOCIAL STUDIES SURVEY
SUMMARY SHEET X

(Key Question 8)

School: _____ Date: _____

The numbers inserted in 1–3 below indicate the number of student responses in each category. The notes in Items 4 and 5 represent summaries of student comments.

1. How well do you like social studies?

   ____ very well ____ fairly well ____ not well at all

2. Check the things you do as part of social studies course work:

   ____ read a textbook
   ____ read library books
   ____ go on trips
   ____ have plays and skits
   ____ write
   ____ listen to the teacher lecture
   ____ watch videos, films, or filmstrips
   ____ do projects
   ____ work in cooperative learning groups
   ____ do workbook pages or worksheets

3. How well do you feel you do in social studies?

   ____ very well ____ fairly well ____ poorly

4. What are some of the things you have liked best in social studies this year?

   _____
   _____
   _____
   _____

5. List things you think would make social studies better.

   _____
   _____
   _____
   _____

KEY QUESTION 9: What changes are evident in comparing current program evaluation data with those from previous program evaluations?

Comparing current data to those of previous years can provide information about the direction and degree of program change. Such comparisons can inform planning by indicating the success of previous improvement targets and successes.

Suggestions for Gathering Data on Comparisons Between Current and Previous Program Evaluations

Investigating this question is possible only if a record exists of previous program evaluation efforts. Copies of any such available reports should be distributed to building committee members. They must also have the compiled data from the present program evaluation effort.

Suggestions for Analyzing and Reporting Data

Using the data in past and current evaluation reports, the committee should discuss the following key issues:

- What are some areas of persistent concern?
- What areas of concern from previous reports seem to be less of a problem at present?
- What new areas of concern are reflected in current data?
- What other observations can be made from a comparison of these data?

List the key points brought out in this discussion on **Evaluating Program Change Summary Sheet XI** and include them as a part of the evaluation report.

Trend data will facilitate comparisons of the program from year to year. If such information is desired, the committee must choose questions that have been asked in previous program evaluations and will continue to be used in the future. If trend data have not been a product of previous program evaluations, a set of core questions should be developed that will be used for program evaluations in future years. Trends cannot be assessed without a common set of program evaluation questions to facilitate comparisons.

EVALUATING PROGRAM CHANGE
SUMMARY SHEET XI

(Key Question 9)

School: _____ Date: _____

CONCERNS NOTED IN PREVIOUS EVALUATION DATA	CONCERNS NOTED IN CURRENT EVALUATION DATA
STUDENT ACHIEVEMENT	
PLANNING AND CURRICULUM IMPLEMENTATION	
MATERIALS AND RESOURCES	
SCHOOL CLIMATE	
PARENT AND STUDENT VIEWS	
STAFF AND STAFF DEVELOPMENT	
OTHER	

STEP 6: IDENTIFYING PROGRAM STRENGTHS
STEP 7: IDENTIFYING PROGRAM NEEDS

The primary purpose of the program evaluation process is to gather quantitative and qualitative data for use in decisionmaking about the local social studies program. Perhaps the greatest challenge of the entire process is interpreting the mass of data collected. Be assured that, even for professional program evaluators, this step is the most difficult. However, it also offers the greatest opportunity for using informed professional judgment.

Preparing to Assess Program Strengths and Needs

By this point in the program evaluation process, members of the building Social Studies Program Evaluation Committee should have an impressive collection of data related to the key questions included in the program evaluation effort. While some of the data will be of a quantitative nature, much of the data that will be used in preparing the report will be qualitative in nature. A clear picture of how the numbers and statistics in the quantitative data are to be used should be developed, keeping in mind the basic elements of statistics. Use of the qualitative data must be planned as well. Qualitative data can give a rich picture of the program being studied; it can further explain the quantitative data and point out areas that cannot be analyzed quantitatively.

It is advisable for the Social Studies Program Evaluation Coordinator to spend some time reviewing and reorganizing materials, pointing out to committee members which materials in their collection will be relevant to the next step in the program evaluation process. The **Summary Sheets** compiled for Key Questions will be of great help at this stage. Preparing a table of contents of all the reported data would be helpful to committee participants and would assist in organizing the final report of the building committee.

Suggestions for Assessing Program Strengths and Needs

While it is suggested that analysis of program strengths and program needs be done separately, the process for each step is basically the same:

- Committee members should gather their copies of all the **Summary Sheets** relevant to those Key Questions included in the local evaluation effort.
- Each member of the committee should receive a copy of the **Social Studies Program Strengths Evaluation Form** found on pages 45 and 46.
- Each member of the committee should review the collection of data with special attention to social studies program strengths. The strengths noted by each member should be recorded on the **Social Studies Program Strengths Evaluation Form**. It should be emphasized that these summaries will provide important information for the final step of the program evaluation process, planning for program improvement.
- Committee members should meet to discuss their summaries and develop a composite copy of the **Social Studies Program Strengths Summary Sheet XII** to serve as a summary of the evaluation findings of the building committee. Committee members should have an opportunity to review this form in draft before it is put into final form as a part of the building report.

The same process can now be repeated with special attention to those areas of program need. **The Social Studies Program Needs Evaluation Form** and **Social Studies Program Needs Summary Sheet XIII** can be used to facilitate this process. Committee members should be reminded that the focus of the program evaluation effort is the social studies program. This is not a forum for noting individual teacher strengths or deficiencies.

The completed analyses of program strengths and program needs provide a good foundation for developing a plan for social studies program improvement.

SOCIAL STUDIES PROGRAM STRENGTHS EVALUATION FORM

Committee Member: _____ Year: _____

School: _____

Key Question 1: Student Achievement
Key Question 2: Degree of Implementation of New York State Social Studies Program
Key Question 3: Content, Concepts, and Skills of Each Grade Level
Key Question 4: Program Materials
Key Question 5: Community Resources

Key Question 6: Staff Development
Key Question 7: Characteristics of Classroom Climates
Key Question 8: Parents' and Students' Views of the Program
Key Question 9: Comparison with Previous Program Evaluations

SOCIAL STUDIES PROGRAM NEEDS EVALUATION FORM

Committee Member: _____ Year: _____

School: _____

Key Question 1: Student Achievement
Key Question 2: Degree of Implementation of New York State Social Studies Program
Key Question 3: Content, Concepts, and Skills of Each Grade Level
Key Question 4: Program Materials
Key Question 5: Community Resources

Key Question 6: Staff Development
Key Question 7: Characteristics of Classroom Climates
Key Question 8: Parents' and Students' Views of the Program
Key Question 9: Comparison with Previous Program Evaluations

SOCIAL STUDIES PROGRAM STRENGTHS EVALUATION FORM
SUMMARY SHEET XII

School: _____ Date: _____

Key Question 1: Student Achievement
Key Question 2: Degree of Implementation of New York State Social Studies Program
Key Question 3: Content, Concepts, and Skills of Each Grade Level
Key Question 4: Program Materials
Key Question 5: Community Resources

Key Question 6: Staff Development
Key Question 7: Characteristics of Classroom Climates
Key Question 8: Parents' and Students' Views of the Program
Key Question 9: Comparison with Previous Program Evaluations

SOCIAL STUDIES PROGRAM NEEDS EVALUATION FORM
SUMMARY SHEET XIII

School: _____ Date: _____

Key Question 1: Student Achievement
Key Question 2: Degree of Implementation of New York State Social Studies Program
Key Question 3: Content, Concepts, and Skills of Each Grade Level
Key Question 4: Program Materials
Key Question 5: Community Resources

Key Question 6: Staff Development
Key Question 7: Characteristics of Classroom Climates
Key Question 8: Parents' and Students' Views of the Program
Key Question 9: Comparison with Previous Program Evaluations

STEP 8: DEVELOPING A BUILDING PLAN FOR ADDRESSING PROGRAM NEEDS

The purpose of program evaluation is social studies program improvement. The culmination of the process involves developing a building plan designed to address the program needs identified through the program evaluation process.

Suggestions for Developing a Social Studies Building Plan

The building plan should be developed by the Social Studies Program Evaluation Committee. The first step in this process is to review and list major needs included in the composite **Social Studies Program Needs Summary Sheet XIII** completed as a result of Step 7. The composite **Social Studies Program Strengths Summary Sheet XII** may also provide some assistance in this process. Next, it may be useful for members to formally rank those needs from most important to least important, or at least informally reach some consensus about priorities.

Through a brainstorming process, the committee should list ideas for addressing the needs they identified. At this stage, all ideas should be listed without attention to costs, feasibility, practicality, or other constraints. Distribute that list to committee members and allow them time to think over ideas before the next meeting.

Then, based on the list of ideas from the earlier brainstormed list, the committee should use the form **Task Identification and Planning: Grade 7–8 Social Studies** to develop a recommended plan for social studies program improvement. At this stage, the goal is to develop a viable plan for consideration by those within the district responsible for budgeting, staff development, and other facets of the program.

Preparing the Final Report

One task of the Social Studies Program Evaluation Coordinator is to compile a final report of the building committee's work. This report should include the following information: names of committee members, a list of the key questions addressed in the program evaluation, the data analyses for each of the key questions, the program strengths evaluation composite and the program needs evaluation composite, and the recommended building plan for improving the social studies program. When this report is compiled, the focus must remain on the social studies program as the unit of analysis; personnel evaluation is handled in a separate forum.

A transmittal cover memo should accompany the report with copies provided for the building principal, the curriculum supervisor (if this person is not a member of the committee), members of the committee, and the superintendent. Ways of disseminating this information to those classroom teachers and special area teachers who have responsibility for social studies instruction should be considered. Their awareness of the recommendations cited in this plan will certainly be advantageous when they are implemented.

The Social Studies Program Evaluation Coordinator should play a role in following up on the recommendations of the building committee; monitoring the fate of recommendations is essential. In some cases the Coordinator will need to serve as an advocate in meetings with district decisionmakers to pursue needed support and funding. In the final analysis, successful implementation of program improvement plans rests heavily on this follow-up work.

TASK IDENTIFICATION AND PLANNING: GRADE 7–8 SOCIAL STUDIES

TASKS	ACTIVITIES	TIME FRAME		RESOURCES		PERSON RESPONSIBLE	CRITERIA FOR MEASURING SUCCESS
		BEGIN	END	AVAILABLE	NEEDED		
CURRICULUM DEVELOPMENT							
STAFF DEVELOPMENT							
MATERIALS DEVELOPMENT							
MATERIAL SELECTION							

APPENDIX

SAMPLE SCHOOL SOCIAL STUDIES PROGRAM EVALUATION

The following section contains key documents as they might appear from a fictional school called James Madison Junior High School. The case study is included to aid school Program Evaluation Committees in completing the tasks described in this booklet by providing samples of completed forms and a final evaluation report.

James Madison Junior High is a school with 775 students in grades 7 and 8. It is one of two junior high schools in the district. In the school there are 15 sections of grade 7, 18 sections of grade 8, and 7 full-time social studies teachers. There is also a department chairperson who has some curriculum responsibility and a reduced teaching load. The program evaluation, which was done in 1989, is the first such comprehensive assessment done in the building.

In October 1989, Superintendent Jonas Hargrave requested that James Madison's principal, Carol McCaffery, serve as Social Studies Program Evaluation Coordinator for the school. The principal asked for volunteers for a Social Studies Program Evaluation Committee. The forms included in this packet represent the committee's work over a four-month period to assess the strengths and weaknesses of Madison's social studies program and develop a plan for program improvement.

Note that in Madison's Program Evaluation Report, the Social Studies Program Evaluation Committee chose to include the **Summary Sheets** containing the data that led to the Building Plan, which is not necessary. Building committees are urged to select an appropriate format for their final report.

October 30, 1989

TO: Carol McCaffery, Principal, James Madison Junior High School

FROM: Jonas Hargrave, Superintendent of Schools

As I indicated in our meeting last week, I would like you to convene a Social Studies Program Evaluation Committee of professional staff to conduct an evaluation of your grade 7-8 social studies program. Please follow the procedures suggested in the Guide to Social Studies Program Evaluation, Grade 7-8, published by the New York State Education Department. Since both of the junior high schools in the district will be following this model, the results will provide information for districtwide planning.

Both grade levels and several special areas should be represented on your committee, since a comprehensive program evaluation depends heavily on the cooperation of and input from staff at both grade levels. I look forward to receiving your committee's report about the social studies program at Madison.

Thank you.

November 6, 1989

TO: Madison Staff

FROM: Carol McCaffery, Principal

At the request of Superintendent Hargrave, I am putting together a Social Studies Program Evaluation Committee for the purpose of conducting a comprehensive evaluation of our grade 7-8 social studies program. We will use the format outlined in the New York State Education Department's Guide to Social Studies Program Evaluation, Grade 7-8. I have a copy of the guide in my office if you are interested in taking a look at it.

The goal of the program evaluation process is to gather data about our program that will help us to identify strengths and weaknesses in the program. This information will lead to the development of a building plan for our social studies program. The data we gather will also help to support requests for materials, field trip funds, staff development, and other items we may find essential to program improvement.

Please let me know if you are interested in serving on the building-level committee. I hope to have three representatives from each grade level as well as some special area teachers. Meetings will be held during school hours, and substitutes will be provided.

I look forward to working with you on this project.

November 15, 1989

TO: Madison Staff

FROM: Carol McCaffery, Princpal

Thank you for your interest in the Social Studies Program Evaluation Committee. The following members will serve on the committee.

Grade 7	-	Stewart Witt Diane Saunders (Grades 7 and 8)
Grade 8	-	Calvin Brown Charlotte Thomas, Department Chairperson
Language Arts	-	Maria Lopez
Art/Music	-	Dave Morrison
Remediation Resource	-	Hal Guerney
Assistant Curriculum Coordinator	-	Joanne Lombard

The committee will have its first meeting on Monday, November 20, 1989, at 1:00 in the Faculty Room. At that meeting we will go over the steps in the program evaluation process and develop a timeline for carrying out those tasks. We will also consider whether we wish to include student and community members on the committee.

All committee meetings are open. You are invited to attend.

April 6, 1990

TO: Jonas Hargrave, Superintendent

FROM: Carol McCaffery, Principal, James Madison Junior High School

Attached is the Social Studies Program Evaluation of James Madison Junior High School which was conducted over the past five months. The report was compiled by the Social Studies Program Evaluation Committee from James Madison Junior High School. Members of the committee are listed in the report.

As you will notice, we used the forms and procedures recommended in the Guide to Social Studies Program Evaluation, Grade 7-8, prepared by the New York State Education Department, to compile the report. We noted several strengths in our program and identified several ways in which we might improve the social studies program at Madison.

I invite you to our Open House on Thursday, April 26, 1990, at 7:00 p.m. in the Madison Auditorium. The building committee will be presenting our report to parents that evening, and we would welcome you to attend.

I will call your office to set up a meeting about our plans for program improvement. Since some of our proposed activities have budgetary implications, I would like to discuss with you how we might proceed. Thank you.

cc: James W. Harding, Assistant Superintendent
for Curriculum and Instruction

SOCIAL STUDIES PROGRAM EVALUATION

JAMES MADISON JUNIOR HIGH SCHOOL

SUBMITTED: April 6, 1990

Program Evaluation Coordinator: Carol McCaffery

Committee Members: Calvin Brown
Hal Guerney
Joanne Lombard
Maria Lopez
Dave Morrison
Diane Saunders
Charlotte Thomas
Stewart Witt

TIMELINE FOR SOCIAL STUDIES PROGRAM EVALUATION

School: James Madison Junior High School Date: November 1989

	Person(s) Responsible	Timeline Start/End	Date Completed	Areas of Special Concern
Step 5: Collecting and Analyzing Data for Key Question 1	Coordinator Carol McCaffery & Committee	Nov. '89	Dec. '89	Understanding of course content & student writing
Key Question 2	"	Dec. '89	Dec. '89	
Key Question 3	"	Dec. '89	Feb. '90	Is there overlap grade to grade?
Key Question 4	"	Jan. '90	Feb. '90	
Key Question 5	"	Jan. '90	Feb. '90	
Key Question 6	"	Jan. '90	Feb. '90	commonality of needs? methodology or content enrich-
Key Question 7	"	Feb. '90	Feb. '90	include all soc. st. ment & special area staff 7-8
Key Question 8	"	Feb. '90	Feb. '90	
Key Question 9		CANNOT DO	THIS YEAR	
Other:		NONE		
Other:		NONE		
Step 6: Identifying Program Strengths	"	March 1-15, 1990		Identify news-worthy strengths
Step 7: Identifying Program Needs	"	March 1-15, 1990		
Step 8: Developing a Building Plan	"	March 15-30, 1990		Note budget implications
Submission of Final Report	"	April 6, 1990		Note budget implications

SOCIAL STUDIES PROGRAM EVALUATION TEST
SUMMARY SHEET I
(Key Question 1)

School: James Madison Junior High School Date: December 18, 1989

1. OBJECTIVE TEST: 50 multiple-choice items

RAW SCORE
MEAN FOR OBJECTIVE TEST (SEE CAR) 31.8

2. ESSAY TEST

SCHOOL RAW SCORE
MEAN FOR TOTAL ESSAY TEST SCORE (SEE CAR) 13.2

ESSAY #1	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (4 points)	ITEM ANALYSIS WAS	CONDUCTED.
PART B: ESSAY (6 points)	SEE ATTACHED REPORT.	
TOTAL (10 points)		

ESSAY #2	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (4 points)		
PART B: ESSAY (6 points)		
TOTAL (10 points)		

ESSAY #3	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (4 points)		
PART B: ESSAY (6 points)		
TOTAL (10 points)		

ESSAY #4	SCHOOL RAW SCORE MEAN	NOTES ON SPECIFIC ITEMS
PART A: NOTES (4 points)		
PART B: ESSAY (6 points)		
TOTAL (10 points)		

3. SCHOOL RAW SCORE MEAN FOR TOTAL OBJECTIVE AND ESSAY TEST (SEE CAR) 45.0
4. SCHOOL PERCENTILE RANK OF TOTAL RAW SCORE MEAN (SEE CAR) 53rd %ILE

SOCIAL STUDIES PROGRAM EVALUATION TEST
SUMMARY SHEET II

(Key Question 1)

School: James Madison Junior High School Date: December 16, 1989

PARTICIPATORY ACTIVITY

Name of Activity Conducted: Researching Change in New York State

Number of Grade 8 Social Studies Sections in the School: 9

Number of Students Involved: 204

OBSERVED STUDENT STRENGTHS	OBSERVED STUDENT NEEDS
Students used the card catalog well and selected relevant materials effectively.	Students had difficulty in selecting relevant, important ideas from materials they collected. Students were unable to apply the factual information in order to draw higher level generalizations about historical changes.
Generally, students took responsibility for completing their tasks.	Many groups had a great deal of difficulty in planning to accomplish the tasks required.
Students grasped the impact of changes in transportation technology on the social/political, economic/geographic, and environmental spheres within the State.	Students tended to complain about the few who did not participate actively, rather than work it out themselves.

NOTE: Participatory Activities are optional.

Data to complete this summary sheet are to be collected from individual teachers' Skills Grid: Participatory Activity summary sheet.

CURRICULUM IMPLEMENTATION GRADE 7–8
SUMMARY SHEET III

(Key Question 2)

School: James Madison Junior High School Date: December 1989

	ITEM ON TEACHER IMPLEMENTATION SURVEY		SCHOOL MEAN *
1.	I plan social studies lessons to develop key concepts.	1.	1.7
2.	I teach using concept development strategies.	2.	2.0
3.	I select materials based on the key concepts.	3.	2.4
4.	I evaluate students on their understandings of key concepts.	4.	1.8
5.	I plan lessons that are activity oriented.	5.	2.2
6.	I use student activities to evaluate students.	6.	1.5
7.	I plan lessons to teach and reinforce skills.	7.	3.4
8.	Classroom lessons are skills oriented.	8.	3.4
9.	I select instructional materials based on their skill orientation.	9.	3.2
10.	I evaluate students on their skills.	10.	3.1
11.	I plan participatory activities like those suggested in the Model Activities column and Unit Summary Activities in the syllabus for Social Studies Grade 7 and 8.	11.	1.3
12.	My classes carry out participatory activities.	12.	1.3
13.	My classes help plan participatory activities.	13.	1.2
14.	I include United States history content in my lessons.	14.	4.0
15.	I include New York State history content in my lessons.	15.	3.1
16.	I include content related to the United States Constitution and Government in my lessons.	16.	4.0
17.	I include content related to the New York State constitution and government in my lessons.	17.	2.8
18.	I include relevant Canadian content in my lessons.	18.	2.3
19.	I include relevant Mexican content in my lessons.	19.	1.7
20.	I include social history content in my lessons.	20.	2.9
21.	I plan lessons linked to the social sciences.	21.	2.3
22.	I plan lessons linked to reading.	22.	1.8
23.	I plan lessons using literature.	23.	1.2
24.	I plan lessons linked to special areas such as art, music, and physical education.	24.	1.1
25.	I plan lessons using writing.	25.	2.7

26.	I evaluate students using writing.	26. 2.2
27.	I teach interdisciplinary lessons.	27. 1.6
28.	I evaluate students using interdisciplinary projects.	28. 1.2
29.	I plan lessons that deal with civic responsibility.	29. 1.5
30.	I evaluate students on citizenship skills.	30. 1.8

* Scale from 4 = usually to 1 = rarely

YEARLY PLANS
SUMMARY SHEET IV

(Key Question 3)

School: James Madison Junior High School Date: February 1990

QUESTION	NOTES
1. **Are the plans generally clear and comprehensive?**	There is a great deal of diversity in the degree of detail in plans. Perhaps more specific guidelines for describing the units should have been given.
2. **Are the plans consistent with the goals of the New York State Social Studies Program for Grade 7-8?**	Strong emphasis on covering content with few conceptual organizers; no attempt to relate previously learned information to current instructional plan; skills taught in isolation from content and concepts
3. **Do the plans point out gaps in the school's program?**	Strong emphasis on New York State in grade 7, while little attention paid to New York State in grade 8; some references to Canada--almost none to Mexico in either grade
4. **Do the plans point out redundancy?**	Repetition of structure and function of government in both years without evidence of specific historical applications to issues and events
5. **Recommendations:**	As part of our building planning process, we must rethink units taught in grades 7 and 8. Plan for summer curriculum development project.

SOCIAL STUDIES MATERIALS
SUMMARY SHEET V

(Key Question 4)

School: James Madison Junior High School Date: February 1990

GRADE	TEACHERS USE...	TEACHERS NEED...
7	-The American Way, 1979 (textbook and student workbook) -New York: The Empire State, 1980 -U.S. and New York State historical maps -"We the People...Congress and the Constitution" -Cobblestone magazine -"New York State" (Jackdaw kit) -New York State History, 1988, Globe -Various films and videos from BOCES media -SED Curriculum Guides: "The Pre-Columbia Iroquois," "The Age of Homespun"	-A more current textbook -Materials on Canada and Mexico -Copies of original sources for social history lessons -Information and materials on the New York State constitution
8	-The American Way, 1979 (textbook and student workbook) -U.S. historical maps -Filmstrips -About the Constitution of the United States of America -Teacher-prepared slides of historic sites in New York State -Teacher-prepared handouts	-A more current textbook -Materials on New York State -Materials on Canada and Mexico -Copies of original sources for social history lessons -Information and materials on the New York State constitution

COMMUNITY RESOURCES INVENTORY
SUMMARY SHEET VI

(Key Question 5)

School: James Madison Junior High School Date: February 1990

GRADE	COMMUNITY PEOPLE AND PLACES USED	NOTES
7	State Assemblyman Smith visits classes	Talks about being a legislator
	Genesee County Village field trip	All-day visit; no structured lessons or student tasks
	Various community figures as judges in "We the People... Congress and the Constitution" simulated congressional hearings	Positive feedback from community people involved as judges
	Walking tour of historic buildings in town	
	Five-mile walk along Erie Canal along with Science classes	Strong interdisciplinary linkage
8	Overnight trip to Albany ·tour of Capitol/Empire State Plaza ·observation of Legislature in session	No specific social studies focus or activities pre- or post-visit
	Visit to local manufacturing firm in conjunction with technology classes	
	Visit to local historical museum/library center	

SOCIAL STUDIES STAFF DEVELOPMENT NEEDS INVENTORY
SUMMARY SHEET VII

(Key Question 6)

School: James Madison Junior High School Date: February 1990

NEEDS AREAS	SPECIFIC SUGGESTIONS	NO.*
Middle-Level Education	Need for greater understanding of the nature of the middle school student and the implications for instruction	9
Cooperative Learning Strategies for Classroom Instruction	Need for continued training in cooperative learning strategies, linking to participatory activities	6
Content Instruction for Background	Need more knowledge of New York State history and government	2
Classroom Management and Recordkeeping Techniques	Need to see new ways to maximize instructional time	8
Effective Evaluation	Concern for writing in the content area and holistic scoring	8
Interdisciplinary Instruction	Need to understand ways to link instruction to science, language arts, and technology	9
Other:	Effective methods for teaching social studies content in the special education situation	4

* Number who indicated they would attend.

SCHOOL CLIMATE CHECKLIST
SUMMARY SHEET VIII

(Key Question 7)

School: James Madison Junior High School Date: February 1990

Numbers below indicate a tally of the responses for each category of the School Climate Characteristics.

IMPORTANCE	EXISTENCE
1 = Essential	1 = Always
2 = Very Important	2 = Usually
3 = Important	3 = Sometimes
4 = Somewhat Important	4 = Rarely
5 = Not Important	5 = Never

CHARACTERISTIC	IMPORTANCE					EXISTENCE				
	1	2	3	4	5	1	2	3	4	5
1. The school is a safe and secure place to work.	10	2	0	0	0	2	9	1	0	0
2. Physical facilities are kept clean and made reasonably attractive; damage is repaired immediately.	9	2	1	0	0	1	8	3	0	0
3. There is evidence of high staff morale.	10	2	0	0	0	6	3	3	0	0
4. Teachers treat students fairly and consistently.	12	0	0	0	0	6	5	1	0	0
5. Teachers and students exhibit a sense of pride in their school.	6	5	1	0	0	2	3	6	1	0
6. Classroom atmosphere in this school is conducive to learning.	10	2	0	0	0	2	6	3	1	0
7. When educational issues arise, student learning considerations are the most important criteria used in decision-making.	10	2	0	0	0	0	2	8	2	0
8. Extra learning time is provided for students who need or want it.	11	1	0	0	0	0	1	6	3	2
9. School events are scheduled to avoid disruption of learning time.	12	0	0	0	0	0	0	3	7	2
10. There are smooth, rapid transitions between activities throughout the day or class.	6	6	0	0	0	0	9	2	1	0
11. Teachers in this school are willing to change teaching methods if something better is presented to them.	4	5	3	0	0	0	0	7	3	2
12. There is a clearly articulated mission of the school through which the entire staff shares an understanding and commitment to learning goals.	12	0	0	0	0	0	0	6	3	3

Questionnaire taken from School Climate section of the NYS Effective Schools Consortium Survey of Professional Staff Perceptions of School Program.

PARENT/GUARDIAN SOCIAL STUDIES PROGRAM SURVEY
SUMMARY SHEET IX

(Key Question 8)

School: James Madison Junior High School Date: February 1990

The following tallies represent parent responses.

1. How often does your child talk about social studies as compared to other school subjects?

2	24	48	1
often	sometimes	rarely	never
4	3	2	1

2. How often does your child bring home social studies homework as compared to other school subjects?

4	30	21	20
often	sometimes	rarely	never
4	3	2	1

3. In your opinion, how important is social studies?

15	26	25	7
very important			not at all important
4	3	2	1

4. How would you rate our school's social studies program?

5	38	21	10	1
excellent	above average	average	below average	poor

5. How do you feel your child would rate our school's social studies program?

3	26	34	2	10
excellent	above average	average	below average	poor

6. Please list any strong points you see in the school's social studies program.

most frequently mentioned to least:

1. cooperative learning groups
2. field trips
3. "We the People...Congress and the Constitution"
4. project work--interesting and important

7. Please list any areas in which you feel the school's social studies program should be improved.

most frequently mentioned to least:

1. too many lectures
2. not enough group activities
3. more interesting materials needed

STUDENT SOCIAL STUDIES SURVEY
SUMMARY SHEET X

(Key Question 8)

School: James Madison Junior High School Date: February 1990

The numbers inserted in 1–3 below indicate the number of student responses in each category. The notes in Items 4 and 5 represent summaries of student comments.

1. How well do you like social studies?

   50 very well 78 fairly well 62 not well at all

2. Check the things you do as part of social studies course work:

   183 read a textbook
   30 read library books
   160 go on trips
   10 have plays and skits
   125 write
   180 listen to the teacher lecture
   70 watch videos, films, or filmstrips
   68 do projects
   90 work in cooperative learning groups
   133 do workbook pages or worksheets

3. How well do you feel you do in social studies?

   47 very well 88 fairly well 53 poorly

4. What are some of the things you have liked best in social studies this year?

   Students consistently listed cooperative learning groups and field trips as the best thing. Writing with the computer was mentioned 45 times; reading books--23 times; movies, filmstrips, videos--67 times; doing projects--46 times.

5. List things you think would make social studies better.

   More trips! Better books (newer books) and more work in cooperative learning groups.

Note: Students in grades 7 and 8 were given this survey.

EVALUATING PROGRAM CHANGE
SUMMARY SHEET XI

(Key Question 9)

School: James Madison Junior High School Date: See Note

CONCERNS NOTED IN PREVIOUS EVALUATION DATA	CONCERNS NOTED IN CURRENT EVALUATION DATA
STUDENT ACHIEVEMENT	
PLANNING AND CURRICULUM IMPLEMENTATION	
MATERIALS AND RESOURCES	
SCHOOL CLIMATE	
PARENT AND STUDENT VIEWS	
STAFF AND STAFF DEVELOPMENT	
OTHER	

Note: Since this is the first time we have conducted a Program Evaluation, we do not have comparative data.

SOCIAL STUDIES PROGRAM STRENGTHS EVALUATION FORM

SUMMARY SHEET XII

School: James Madison Junior High School Date: March 1990

Key Question 1: Student Achievement

1. Students did particularly well on social history content.
2. Performance on the notes was good, but information used needs to be more accurate.
3. Students showed skill at research and group work.

Key Question 2: Degree of Implementation of New York State Social Studies Program

There is good coverage of the required content in the United States history and government.

Key Question 3: Content, Concepts, and Skills of Each Grade Level

Our program generally matches the State program at grades 7 and 8. More material should be included on New York State in grade 8 and more on Mexico and Canada in both grades. There needs to be more integration of content with concepts and skill development.

Key Question 4: Program Materials

There is a strong need for a new basic textbook. Instructional materials that involve more student activity are also needed.

Key Question 5: Community Resources

1. Community resources are used, but not as effectively as they could be.
2. Resources used match State program goals and objectives.

Key Question 6: Staff Development

Staff indicate a willingness to take part in in-service opportunities, if made available.

Key Question 7: Characteristics of Classroom Climates

The school is perceived as a safe place in which students are treated fairly.

Key Question 8: Parents' and Students' Views of the Program

Two-thirds of parents surveyed rate the social studies program as above average to average. Field trips, cooperative learning group work, and "We the People...Congress and the Constitution" were praised.

Key Question 9: Comparison with Previous Program Evaluations

No data--first time for Program Evaluation

SOCIAL STUDIES PROGRAM NEEDS EVALUATION FORM

SUMMARY SHEET XIII

School: James Madison Junior High School Date: March 1990

Key Question 1: Student Achievement

Students have difficulty organizing their ideas in the essay test. Students' understanding of concepts is weak.

Key Question 2: Degree of Implementation of New York State Social Studies Program

1. Greater attention should be paid to linking social studies to reading and writing as well as to helping students understand visuals such as graphs, photos, charts, and cartoons.
2. Interdisciplinary links to all areas should be expanded.

Key Question 3: Content, Concepts, and Skills of Each Grade Level

Unit and lesson plans need to integrate more effectively conceptual frameworks for organizing content and focus on skill development using appropriate content.

Key Question 4: Program Materials

A new basic textbook is needed for both grades. Instructional materials that are more student centered and activity based are also needed.

Key Question 5: Community Resources

1. There is a need to clarify the goals of field trips. Lessons before and after the trips could enhance the field experience.
2. Visits by community resource people should be linked to specific program goals and objectives.

Key Question 6: Staff Development

Teachers need to be provided with staff development opportunities in middle-level education, cooperative learning, interdisciplinary lesson planning, and writing in the content area.

Key Question 7: Characteristics of Classroom Climates

There is no clearly articulated school mission. There are school-level management problems that interfere with effective instruction, i.e., disruptions during classes and time available for extra help.

Key Question 8: Parents' and Students' Views of the Program

Lecturing is used too frequently as an instructional strategy. Instruction revolves around the textbook and supplemental worksheets. Instructional strategies that are more consistent with the needs of the middle school learner need to be used.

Key Question 9: Comparison with Previous Program Evaluations

No data--first time for Program Evaluation

TASK IDENTIFICATION AND PLANNING: GRADE 7–8 SOCIAL STUDIES

TASKS	ACTIVITIES	TIME FRAME		RESOURCES		PERSON RESPONSIBLE	CRITERIA FOR MEASURING SUCCESS
		BEGIN	END	AVAILABLE	NEEDED		
CURRICULUM DEVELOPMENT	Develop yearly plans 7-8	6/90	9/90	State syllabus Current materials	Funding Samples Secretarial support	Dept. Chair & Soc. Studies Comm.	Do yearly plans and guides match State program?...foster content, concept, and skill development?
	Develop curriculum guides with activity orientation for grade 7-8	6/90	9/90	Library resources Curriculum writers			
STAFF DEVELOPMENT	The Middle-Level Learner (6 sessions, ½ day each)	9/90	11/90	Meeting room In-service days (contractual)	Training materials Consultants and funding for fees Substitute teachers	Asst. Supt. for Curric. Instruction	Staff evaluation of sessions Pre/post assessment of outcomes Observable increase in classroom use of strategies
	Cooperative Learning Strategies (Regional Conference, 2 days)	10/90	10/90				
	Interdisciplinary Planning (1 all-day session)	11/90	11/90				
MATERIALS DEVELOPMENT	Guide for Successful Use of Community Resources Planning for special education students in social studies classes	9/90	1/91	Commercial material Community resource people Special Educ. Dept.	Funds for purchase, writing, and reproduction	Carol McCaffery & Social Studies Comm.	Teacher assessment of quality and utility of guides
MATERIAL SELECTION	U.S. history textbook (review and select)	6/90	9/90	Samples from publishers Publishers' catalogs Textbook Evaluation form	Funds for purchases	Social Studies Dept.	Readability, quality, utility, student appeal Match to State-recommended program
	Supplemental materials for New York State, Canada, and Mexico	6/90	9/90				